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ABSTRACT

Relationships among a series of variables were examined for demographic items included in the 1985-86 National Assessment of Educational Progress (NAEP) special survey of Hispanic and Asian students (N=2,289) and also in the Department of Education special survey of the educational preference of language minority parents. Variables studied were: (1) respondent age; (2) ethnicity; (3) gender; (4) educational level reported by parents; and (5) agreement between parent and child on background items. Student responses came from the NAEP special minority language supplemental study. Parent questionnaires were completed for a subset. There were 740 parent/child pairs in grade 3, 796 pairs in grade 7, and 753 pairs in grade 11. As the students grew older, they agreed more often with their parents. No consistent pattern of agreement results was related to ethnicity. Girls appeared more accurate in reporting their parents' educational levels. Data were inconsistent about the relationship of parental educational level and accuracy of the child in determining parental level. Students were most accurate in reporting items they knew about directly. These analyses indicate that data from young children may misrepresent important demographic factors. Seventeen data tables are provided. (SLD)

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QUALITY OF RESPONSES OF SELECTED ITEMS ON NAEP SPECIAL STUDY STUDENT SURVEY

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QUALITY OF RESPONSES OF SELECTED ITEMS ON NAEP SPECIAL STUDY STUDENT SURVEY

Background and Purpose

Since 1969, when the National Assessment of Educational Progress (NAEP) began collecting trend data on student achievement, NAEP has collected information from students about their personal and school histories. Children 9, 13 and 17 have been asked questions concerning such factors as their parents' educational attainment, language use in the home, and school related attitude and behavior questions. From its inception, the NAEP achievement results have been reported to the public using data from student survey information, in particular, a measure of socioeconomic status derived from student responses to questions about their parents' level of educational attainment. Initially NAEP reported information based on observer ratings of student ethnicity. Since 1985, however, NAEP has reported achievement results by student report of ethnicity. Data collection procedures do not include validation of student responses from a second source -- e.g. parents, school records, teachers, etc.

Many studies use NAEP and other data collected from students for a variety of purposes, assuming that the variables created from the data are accurate. It is therefore important, wherever possible, to attempt to assess the accuracy of such data, since the information is often used as a basis for policy decisions.

In 1985-86, NAEP conducted a special probe to assess the reading and mathematics skills of language minority children. As part of that special study NAEP administered a background survey to students identified by their schools as Hispanic or Asian.[1] In a separate but related study,[2] Educational Testing Service administered a questionnaire to a subset of the parents of students in the NAEP special study. The parent questionnaire contained items similar to those asked of their children. Consequently, these two studies provide a unique opportunity to

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[1]For more information about that study, see: The Educational Progress of Language Minority Children: Findings from the NAEP 1985-86 Special Study. (1988) NAEP: Princeton, NJ.

[2]The Educational Preferences of Parents of Language Minority Children. 1985. OERI, Contract # 300-85-0208.

compare student and parent responses on a series of background items.

The purpose of this study is to compare child and parent responses. In seeking to examine the agreement between parent and child, we are particularly interested in:

- o the relationship of demographic characteristics of children, such as ethnicity, gender, age and educational attainment level of parents with amount of parent-child agreement, and
- o the relationship of content of question -- e.g., demographic material, language use material, attitude or belief material -- with degree of agreement between parent and child.

Literature Review

Following the publication of Coleman et al's (1965) Equal Educational Opportunity report there was a spate of articles dealing with the validity and reliability of children's responses to questionnaire items. Work was done mainly with children at the sixth grade level and beyond, although a few studies of children as young as nine exist. The studies usually involved Black and White respondents and focused on accuracy and reliability of reporting. Issues addressed in that research focused on the following:

- o the type of question -- open-ended occupation questions tended to yield more valid data than close response categories,
- o the content of question -- sensitive versus non-sensitive material, objective versus subjective material, immediate versus past behaviors, behaviors of respondent versus report of information about others
- o variables for analysis -- ethnicity, age, gender, parent education, reading ability.

St. John (1970)[3] reports a study by Overlan (1968)[4] examining responses of sixth grade students to questions about parent education. That study found a 38% agreement for father's education and 5[illegible]% for mother's. Black students (mostly urban) had less agreement with parents than did White students (mostly rural). The agreement rate was higher for girls in relation to their mother's education and higher for boys in relation to their father's education. Furthermore, the Overlan study showed that students' errors were not random and that they were more likely to upgrade than downgrade their parents' level of education.

Forty-five percent of St. John's sample reported not knowing their father's education and 33% indicated they did not know their mother's education. These results are similar to Coleman et al. (1966)[5]. In that study, 41% and 35% (for father and mother respectively) of the respondents reported not knowing parents education (Mayeske, 1968).[6]

St. John's analyses revealed:

o that a large percentage of elementary students don't know or don't answer regarding parent education level;

o that only 21% were correct in identifying their father's and 33% their mother's education level (using mother's report as the standard); children upgrade their parents education;

o that there were non-significant correlations for parental education level with other background and achievement measures when the child was the respondent, but expected relationships when mother's report of education level was used.

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[3] St. John, Nancy. 1970. "The validity of children's reports of their parents' educational level: a methodological note." Sociology of Education, vol. 43 (Summer) 255-269.

[4]Overlan, S. Francis. 1968. "Out of the mouths of babes: the accuracy of students' responses to family and educational background questionnaires." Harvard Graduate School of Education (May) mimeograph.

[5] Coleman, James, et al. 1966. Equality of educational opportunity. Washington, DC: US Government Printing Office.

[6]Mayeske, George, et al. 1968. "Item response analyses of the educational; survey student questionnaires." Technical note number 64, (April) Washington, DC: US Office of Education.

St. John concluded that the "reports of children can neither be accepted at face value nor used with confidence as indicators of parental SES" (p. 268).

Vaillancourt (1973)[7] looked at stability of children's survey response items over time using a sample of 100 students 9 to 15 tested three times in 6 months. She found test-retest reliability on father's occupation to be .70 and agreement on religion (Catholic, Protestant, Jewish, none) was only 72%.

Boruch and Creager[8] examined the test-retest reliability of college freshmen to demographic and school related items. They found high reliability coefficients for responses relating to parental educational levels (r = .99 for father's education and .97 for mother's education). This was not the case for items relating to attitudes and opinions, life goals, and estimated chances of future behaviors (r range .60 to .82).

Borus and Nestel (1973)[9] used the Department of Labor NLS data to compare father/son responses to education and occupation questions for boys 14 to 24. They cite Bowles and Levin (1968)[10] indicating 50% of first graders, 40% of third graders, 41% of sixth graders, 21% of ninth graders and 11 percent of twelfth graders did not respond when asked about their father's educational attainment. The Borus and Nestel study found a 61% agreement between father and son on the sons' estimation of fathers' educational attainment. The Pearson correlation between the two reports was .95. However, there were group differences:

> the son's estimate was very close to his father's if he was not Black or was Black and living in the central city of a SMSA (although these groups tended to report

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[7]Vaillancourt, Pauline Marie (1973). "Stability of children's survey responses. Public Opinion Quarterly, vol. 37, (3), 373-387.

[8] Boruch, Robert, F. & Creager, John, A. 1972. "Measurement error in social and educational survey research." ACE Research Reports, vol. 7, No. 2, Washington, DC: Office of Research, American Council on Education.

[9]Borus, Michael E. & Nestel, Gilbert, "Response bias in reports of father's education and socioeconomic status." Journal of the American Statistical Association, vol. 68, No. XX, 816-820.

[10]Bowles, Samuel & Levin, Henry M., "The determinants of scholastic achievement--an appraisal of some recent evidence." The Journal of Human Resources, 3, Winter, 1968, 3-24.

> lower estimates than their fathers; when reporting very low educational levels). In contrast, Black youth not living in central cities tended to make higher estimates than predicted for their fathers. This was particularly true for those who were poorly educated themselves, older, and from large families. p.818

Borus and Nestel (1973) concluded that, except in the cases of individuals where systematic errors have been shown to exist (e.g. poor rural Black youth from large families), sons' (fourteen or older) estimations of their father's educational attainment can be used without further statistical adjustments.

Mason, Hauser, Kerckhoff, Poss and Manton (1973)[11] investigated the structure of errors in children's and youth's responses to parental socioeconomic characteristics and looked for differences in the quality of the responses of children based on grade in school and race. The sample consisted of some 500 Black and White families with boys in sixth, ninth or twelfth grade who responded to a closed ended question concerning their mother's and father's educational attainment.

This study used a model that allowed for error in both parent and son reporting of the data. They found that at twelfth grade, White students report parental educational status as accurately as do their parents and most error was found to be random. The researchers found that the SES variables predicted differently for Whites than for Blacks, but that generally, Black twelfth graders appear to report parental statuses as accurately as their parents do. They also found that Whites at ninth and twelfth grade were as accurate as parents in reporting education level, and that errors were random, but Whites at sixth grade were less accurate than older students and their errors were non random. While Black students in twelfth grade were found to be as accurate as their parents, this was not the case for Black ninth graders. Black ninth and sixth graders were found to be less accurate in their responses and their errors were found to be nonrandom. Furthermore, Mason et al (1973) found that White sixth graders were more accurate than Black sixth and ninth graders. Finally, White parents report their status more accurately than do Black parents. These researchers stress that failure to account for these errors of estimation in the use of student reported data on parent education level may well result in errors that produce

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[11] Mason, William M., Hauser, Robert M., Kerckhoff, Alan C., Poss, Sharon S., & Manton, Kenneth. (1973). "Models of response error in student reports of parental socioeconomic characteristics." In, Sewell, William H., Hauser, Robert, M., & Featherman, David, L. (eds.) 1973. Schooling and achievement in American society. New York: Academic Press.

"(a) underestimates of the dependence of achievement variables on origins, (b) overestimates of the effects of achievement variables on one another, and (c) distortions of the effects of particular origin characteristics on achievement variables (some will be too large, others will be too small)." p.494

In a related study, Kerckhoff, Mason and Poss (1973)[12] used the same data base to examine the issue of non-response to socioeconomic status items. In particular they found that the non-response rate dropped significantly, as compared to the rates St. John (1970) and Coleman et al. (1966) reported for young children, when the item was open ended, or when the item, if a closed response, did not contain an "I don't know" option.

Cohen and Orum (1972)[13] examined data from open ended questionnaires regarding parental education level of Black and White youngsters 9 to 18. They found the following correlations for parent-child responses: by race, father's education was correlated .91 among White respondents and .76 among Blacks; mother's education was r = .89 for White respondents and .71 for Blacks. Age was also a factor with younger children being less accurate than older ones. In sum, Cohen and Orum concluded that using an open ended format will yield useful measures of parent status from even young children.

Jessop (1982)[14] looked at parent adolescent agreement on surveys as a function of the topic. She found that levels of agreement varied with the objectivity and lack of ambiguity of the topic. Agreement on demographic characteristics varied from .48 to .98; agreement on attitudes (.00 to .44) and family interactions and relationships (.007 to .24) is low. Agreement on individual behaviors had the greatest variation with topic (.21 to .81). Jessop found a 53% parent/ adolescent agreement on a seven point education level scale (Kappa = .72). Within the topic categories cited above agreement varies by whether or not the item relates to social norms. Jessop found greater agreement on items

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[12] Kerckhoff, Alan C., Mason, William, N., & Poss, Sharon S. 1973. "On the accuracy of children's reports of family social status." Sociology of Education, vol. 46 (Spring), 219 - 247.

[13] Cohen, Roberta, S., & Orum, Anthony, M. (1972) "Parent-child consensus on socioeconomic data obtained from sample surveys." Public Opinion Quarterly, vol. 36, (Spring) 95-98.

[14] Jessop, Dorothy, J. 1982. "Topic variation in levels of agreement between parents and adolescents." Public Opinion Quarterly, vol. 46, no. 4, 538 - 559.

that were socially neutral and less agreement on items that are likely to activate social desirability norms.

Sweet and Carroll[15] compared the responses of sophomore and senior students and their parents on a series of items from the High School and Beyond (HS&B) data base. They found a wide range of correlations (.20 to .90) depending on topic. There were generally high validity coefficients for SES related items such as parent's education (.81 to .89) and mother's working status (.70 for sophomore/parent agreement and .72 for senior/parent agreement). Items relating to race-ethnicity and language usually spoken in the home also had validity coefficients in the seventies for the two groups of students and their parents. Frequency of a language other than English being spoken in the home, however, had only a moderate validity coefficient, and was one of the few items where the agreement increased with age (.50 for sophomores, and .61 for seniors).

Sweet and Carroll (no date) found that seniors provided more valid family background data than did sophomores; female students gave more valid responses than males to such items, White students on average gave more valid questionnaire response than did either Hispanic or Black students; high achieving youngsters furnished more valid responses to those items than did students who performed poorly. Socioeconomic status were mixed in terms of validity coefficients, but because many of the family background variables are a part of the SES composite calculation, it was difficult to interpret comparisons based on SES level.

In sum, the studies of parent/child response agreement indicate that in regard to reports of parent education, older students are more accurate than younger ones, that girls may be more accurate on identifying their mother's education, while boys are more accurate about their father's, that Whites are more accurate than Blacks, and that higher education levels of parents yield more accurate ratings by their children. In regard to the content of the items, the research indicates that there is more agreement on less sensitive issues -- dress code versus drug use, and on issues with less salience re status and social convention. Finally, and not surprisingly, research indicates that the type of format for the item -- open-ended versus close response; forced choice versus "I don't know option;" and number of options -- influences the agreement levels between children and their parents.

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[15] Sweet, David S., & Carroll, C. Dennis, (no date). Quality of responses of high school students to questionnaire items. Washington, DC: National Center for Education Statistics, xerox.

Procedures

This section of the report describes the sample, the variables on which comparisons could be made, the data collection procedures and the method of analysis.

Sample

The data used in this study come from two sources: responses of children in a special language minority supplemental study to the 1985-86 National Assessment, and responses of parents of those children who were interviewed about instructional preferences for children whose native language was not English. The parents were a subset of the parents of children in the NAEP special study. Table 1 presents the matched pairs sample for this study. In grade three there are 740 parent/child pairs; in grade seven there are 796 pairs and in grade 11, there are 753 pairs. The 2289 children represent a random sample of 21.5% of the Asian and Hispanic students in the NAEP special supplement sample and 91.7% of the Asian and Hispanic parents in the NAEP Parent Preference sample.

Table 1

Sample of Parent/Child Pairs

	9	13	17
Asian	178	248	301
Hispanic	562	548	452
TOTAL	740	796	753

Variables

The items for which we were able to compare child and parent responses fell into three general categories: demographic, language-related and school-related.[16] The demographic items that were used in this study relate to the following: ethnicity, parents' levels of education; working status (full or part time) of parents; number of siblings; nativity of child; and, number of years that the child has lived in the United States. The language related variables concerned questions about the child' competence in English and the non-English language and frequency of use and exposure of the child to a non-English language in the home. The school related items concerned parent interaction with the school and parental educational aspirations for their children.

Data Collection

The student data were collected at the school site by specially trained test administrators. Children in the third grade had the questions read aloud to them and they entered their responses into booklets containing background items and the NAEP reading and mathematics assessment exercises. At the seventh and eleventh grade, students were given twenty minutes to complete the

[16] The precise items are presented in Appendix A.

background questions in their NAEP booklets and then the reading and mathematics assessment was administered to them.[17]

The parent data were collected in interviews at the respondent's home and, in some cases, over the telephone. The parent questionnaire was available in English, Spanish, Chinese or Vietnamese, and was administered in the language with which the parent felt most comfortable. In instances where parents spoke a non-English language that was unfamiliar to the interviewer, the interviewer enlisted the assistance of other family members or acquaintances to act as translators.[18]

Analysis

Parent child dyads were created and the following statistics computed for each item -- percent agreement; mean unweighted difference between child and parent; correlation of responses and weighted Kappa. The amount of agreement between parent and child was examined by topic -- demographic items, language items, school related items; by ethnicity -- Asians versus Hispanics, by grade (third, seventh and eleventh), level of parental education (less than high school, high school graduate, some college, college graduate) and by gender.

Results

In reporting results, we have tried where possible to identify consistent patterns in terms of ethnic groups across grades or consistent patterns in terms of grade across items.

Demographic Variables

The demographic variables examined for this study were: ethnicity; child's place of birth; years living in the US; parental education level; whether or not parent works full time; and number of siblings.

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[17] For more details on the special NAEP language minority assessment, see: The Educational Progress of Language Minority Children: Findings from the NAEP 1985-86 Special Study:. NAEP Final Report, OERI Contract #NIE-G-84-00188-P3, January 1988.

[18] For more details on the administration of the Parent Questionnaire, see: Parent preference survey interviewer's manual. (August 1986). Rockville, MD: WESTAT.

Ethnicity. Table 2 presents the data on agreement between child and parent on ethnicity. Taking the parent report as accurate, both Asian and Hispanic students become more accurate in reporting their ethnicity as they grow older (range for Asians is 54.2% in grade 3; 79.4% in grade 7 and 86.1% in grade 11 -- for Hispanic students the numbers are 62.7% at grade 3, 76.3% at grade 7 and 85.8% in grade 11). Furthermore, if Hispanicity, as opposed to precise identification of Hispanic origin as either Cuban, Mexican American, Puerto Rican or Other Hispanic, is used as the criterion third grade Hispanic students are 82.7% accurate; seventh grade Hispanics are 94.2% accurate and eleventh graders are 97.4% accurate.

In grade 3, youngsters from Asian ethnic families are not as accurate as their Hispanic grademates in identifying their ethnicity. Some of this error may be a function of the way in which the question was asked. At each grade level, approximately half of the youngsters from Asian families identified themselves as "other" in answer to the question "What best describes you? a. White; b. Black, c. Hispanic (Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish or Hispanic background), d. Asian or Pacific Islander, e. American Indian or Alaskan Native, f. other." It may well be that Asian American children chose the "other" category rather than response "d", which they might have interpreted as non-native Asian. It may also be the case that students identify themselves as Japanese, Chinese, etc. and do not necessarily respond to the ethnic label "Asian."

Parental Education Level. Table 3 presents the data on agreement of students and parents regarding the educational attainment level of the parents. As with ethnicity, percent agreement increases with age. Data from grade 3 students, where more than 50% of the data were missing in the original NAEP sample, indicate that there is 40% agreement between parent and child in reporting of father's education and 41% agreement for mother's education. At grade 7 the agreement for mother's education is 59% and for father's education it is 56%. At grade 11 the agreement for father's and mother's education levels is 63 and 64% respectively. As with data from earlier studies regarding responses of White students, the respondents in this study differ most when third grade agreements are compared with the other two grades. Differences in agreement at the seventh and eleventh grade are smaller. In general, the data indicate that students tend to overestimate parental education level (with the exception of Asian third graders' estimates of their fathers' education level) and that the tendency to

Table 2

ETHNIC AGREEMENT OF PARENT/CHILD

	N	Exact Agreement	Misidentify General Ethnicity	Missing
Grade 3				
Hispanic	531	62.7*	11.3	6.0
Asian	173	54.2	40.2	5.6
Grade 7				
Hispanic	536	76.3**	3.0	2.7
Asian	242	79.4	17.7	2.8
Grade 11				
Hispanic	447	86.1***	1.1	1.5
Asian	296	85.8	12.3	1.9

* At grade 3, while 62.7% of respondents agreed with their parents on their Hispanic sub-group identity, 82.7% of students identified themselves as belonging to a Hispanic sub-group -- either Cuban, Mexican American, Puerto Rican or Other Hispanic group, even if different from parent.

** At grade 7, while 76.3% of respondents agreed with their parents on their Hispanic sub-group identity, 94.2% of students identified themselves as belonging to a Hispanic sub-group -- either Cuban, Mexican American, Puerto Rican or Other Hispanic group, even if different from parent.

*** At grade 11, while 86.1% of respondents agreed with their parents on their Hispanic sub-group identity, 97.4% of students identified themselves as belonging to a Hispanic sub-group -- either Cuban, Mexican American, Puerto Rican or Other Hispanic group, even if different from parent.

Table 3

PARENT EDUCATION

	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
Grade 3							
Mother	238	2.66	1.95	.70	41	.37	.22
Father	217	2.84	2.20	.64	40	.34	.20
3-Asian							
Mother	34	3.41	2.94	.48	38	.19	.13
Father	41	3.22	3.37	-.14	54	.30	.19
3-Hispanic							
Mother	204	2.53	1.79	.74	41	.32	.21
Father	176	2.75	1.93	.82	36	.31	.17
Grade 7							
Mother	460	2.33	2.14	.19	59	.67	.44
Father	406	2.58	2.34	.24	56	.63	.41
7-Asian							
Mother	115	3.01	3.01	.25	61	.67	.43
Father	108	3.28	2.50	.27	58	.65	.35
7-Hispanic							
Mother	345	2.11	1.93	.17	59	.62	.41
Father	292	2.33	2.10	.23	54	.55	.33
Grade 11							
Mother	575	2.38	2.21	.18	64	.76	.52
Father	528	2.64	2.38	.26	63	.75	.50
11-Asian							
Mother	216	2.86	2.56	.29	63	.78	.51
Father	207	3.08	2.71	.37	61	.72	.45
11-Hispanic							
Mother	359	2.10	1.99	.11	65	.72	.50
Father	321	2.35	2.17	.18	64	.75	.50

* 1 = Less than High School, 2 = High School Graduate, 3 = Some Post Secondary education, 4 = College Graduate

overestimate drops considerably between third and seventh grade -- .70 and .64 higher than their parent's report for mother and father respectively at grade three, but only .11 and .18 higher for mother and father education levels at grade 11. There does not appear to be a difference in the amount of over reporting by seventh and eleventh graders but, with the exception of grade three, Asians tend to over- estimate their parents' educational level more than Hispanic students do. With the exception of Hispanic students in grade 11, the data indicate a small but consistently higher correlation for student reports and mother's education level than for father's educational attainment.

When we examine the accuracy of children in reporting their parent's education level by the level of education that their parents report (Table 4), we find the following:

- o Students appear to choose education levels towards the middle of the scale -- i.e. students whose parents report education levels of less than high school through some post high school education tend toward over reporting of parent education (over reporting that decreases with more education of the parent), but children of college graduates on the other hand have a slight tendency toward under reporting of their parents' educational levels.

- o Students of parents with more education report more accurately the educational attainment level of their parents.

When we examine the accuracy of children in reporting parent's education level by gender (Table 5) of the respondent, we find:

- o There is no consistent pattern of accuracy of males versus females in regard to parent educational level.

- o In grade eleven, females are more accurate than males in identifying both their mother's and father's level of educational attainment.

- o Both males and females in seventh and eleventh grade are more accurate than third graders in terms of identifying the level of education and in reducing the amount of overestimating that they do.

Table 4

ALL GRADES AND ETHNIC GROUPS

PARENT EDUCATION

	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
< HS							
Mother	317	1.62	1.00	.62	61	.00**	.00
Father	283	1.83	1.00	.83	53	.00**	.00
HS Only							
Mother	366	2.09	1.73	.37	57	.29	.25
Father	311	2.48	1.75	.51	49	.25	.17
Some Post HS							
Mother	277	2.66	2.54	.12	43	.35	.20
Father	244	2.75	2.71	.04	38	.32	.10
College Grad							
Mother	313	3.39	3.40	-.02	70	.61	.46
Father	307	3.74	3.85	-.11	80	.30**	.24

* 1 = Less than High School

** These numbers are artifacts of low variability. When higher parent is at lower end of scale, by definition both parents are and the correlation is zero. Similarly, at the other end of the scale with these ethnic groups, when the higher education of parent is considered as the standard, the parent who is a college graduate is more likely to be the father.

Table 5

PARENT/CHILD AGREEMENT ON
PARENT EDUCATION BY GRADE AND GENDER

		N	Child Mean*	Parent Mean*	C-P Diff	% Agree	Correlation r	Kappa
Grade 3								
Mother	Male	119	2.65	1.97	.68	39	.23	.19
	Female	119	2.66	1.94	.72	43	.49	.25
Father	Male	116	2.76	2.14	.62	40	.34	.21
	Female	101	2.93	2.27	.66	40	.33	.20
Grade 7								
Mother	Male	235	2.42	2.22	.23	58	.68	.43
	Female	225	2.21	2.05	.16	60	.67	.44
Father	Male	209	2.63	2.38	.25	55	.64	.40
	Female	191	2.53	2.30	.23	57	.63	.42
Grade 11								
Mother	Male	232	2.34	2.10	.23	59	.70	.44
	Female	343	2.42	2.27	.14	68	.80	.57
Father	Male	223	2.50	2.23	.27	60	.70	.46
	Female	305	2.73	2.49	.24	65	.79	.52

* 1 = Less than High School

Number of Siblings. Table 6 presents the data concerning the number of siblings in a family. As with earlier items, accuracy improves with age. This item had relatively good agreement between parent and child (70% at grade 3, 77% at grade 7 and 83% at grade 11). At all grade levels and for all groups, students tended to overreport the number of siblings. Perhaps they did not follow directions that instructed them not to count themselves in reporting number of brothers and sisters in the family. There were no differences between Asian and Hispanic students on their ability to report accurately the number of siblings in the family.

Nativity. Table 7 shows the agreement of students and their parents as to the nativity of students at the three grade levels. Agreement is high at all grade levels and for both ethnic groups on whether or not the child was born in the US (87 - 96%).

Years the child has lived in the US. This item was asked only of seventh and eleventh graders. Table 8 indicates that this item achieved high agreement (83% at grade 7 and 82% at grade 11) and validity coefficients ($r = .78$ at grade 7 and .80 at grade 11) at both grades and with both Asian and Hispanic respondents. Students tended to underreport their time in this country, and this was greater for Asian than for Hispanic students. There was a difference between the agreement of Asian students and their parents when compared with Hispanic students and their parents. Part of the discrepancy may be accounted for by the fact that a larger percentage of Hispanic than Asian students were native Americans. This lower variance for Hispanics may also explain the lower correlation coefficient for Hispanic students than Asian students at each grade level.

Working Status of Parents. Students were asked whether their parents worked more than 30 hours a week for pay. Table 9 indicates that the agreement between parent and student on this question was high (between 73 and 92%). At grade seven, both Asian and Hispanic students tended to underreport (very slightly) the working status of both their mothers and their fathers. At grade 11 only the Asian students under reported. The Hispanic students in the eleventh grade tended to over report the employment status of their fathers. Here again the lower correlation for Hispanic fathers compared to mothers may be artifactual. Unlike the Asian students, a somewhat smaller percentage of Hispanic students report that their mothers work.

Table 6

NUMBER OF SIBLINGS

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
GRADE 3																					
▲ # of Siblings	739	2.47	2.20	0.26	70	0.67	0.62	181	2.33	1.96	0.36	72	0.64	0.64	558	2.51	2.28	0.23	69	0.68	0.61
GRADE 7																					
▲ # of Siblings	614	2.57	2.49	0.08	77	0.77	0.71	206	2.59	2.50	0.09	79	0.82	0.74	408	2.56	2.49	0.08	76	0.74	0.70
GRADE 11																					
▲ # of Siblings	586	2.71	2.56	0.15	83	0.84	0.79	228	2.66	2.48	0.18	84	0.84	0.80	358	2.75	2.62	0.13	83	0.83	0.79

* 0 - 6 (6 = 6 or more siblings)

Table 7

NATIVITY

	N	% Agree	Correlation r*	Kappa
Grade 3	653	88	N/A	.69
Asian	154	91	N/A	.82
Hispanic	499	87	N/A	.56
Grade 7	754	95	N/A	.89
Asian	219	96	N/A	.91
Hispanic	535	95	N/A	.81
Grade 11	734	96	N/A	.92
Asian	288	96	N/A	.89
Hispanic	446	96	N/A	.89

* Correlation not applicable because response categories are categorical.

Table 8

YEARS LIVING IN THE UNITED STATES

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
GRADE 7																					
Δ Yrs. Child has lived in U.S.	789	3.59	3.70	-0.11	83	0.78	0.57	245	3.18	3.40	-0.22	70	0.77	0.51	544	3.78	3.83	-0.05	89	0.72	0.53
GRADE 11																					
Δ Yrs. Child has lived in U.S.	748	3.46	3.59	-0.14	82	0.80	0.61	298	3.01	3.27	-0.26	73	0.83	0.59	450	3.75	3.80	-0.05	89	0.67	0.56

* 0 = Less than 1 year, 5 = 11+ years

Table 9

PARENT WORKING

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
GRADE 7																					
▲ Mother Works Full Time	522	0.47	0.52	-0.06	78	0.56	0.55	172	0.54	0.60	-0.06	77	0.53	0.53	350	0.43	0.49	-0.06	78	0.56	0.56
▲ Father Works Full Time	430	0.75	0.81	-0.06	80	0.43	0.42	162	0.70	0.77	-0.07	83	0.57	0.56	268	0.79	0.84	-0.05	79	0.31	0.31
GRADE 11																					
▲ Mother Works Full Time	520	0.54	0.56	-0.02	80	0.60	0.60	194	0.61	0.69	-0.08	81	0.59	0.58	326	0.49	0.48	0.01	80	0.60	0.60
▲ Father Works Full Time	448	0.88	0.76	0.12	80	0.37	0.35	178	0.87	0.88	-0.02	92	0.62	0.62	270	0.89	0.69	0.20	73	0.29	0.24

* 0 = No, 1 = Yes

Language Variables

Students in all grades were asked whether a non-English language was spoken at home and whether they spoke that language. Students in seventh and eleventh grade were asked additional language questions pertaining to use of non-English and to their competence in English and their non-English language.

Non-English Ever Spoken in the Home. Students at all grades were very accurate on this item (92 - 95% agreement, depending on grade level). While the percentage of agreement is high, the correlation is low. This is because more than 90% of the parents and their children in each grade report that a non-English language is used in the home. (Table 10)

Child Speaks non English language at home. Agreement on this item was moderate -- 65% to 74%, depending on grade level. Third and seventh graders were comparable, and eleventh graders were more accurate. Asians at all grade levels were more likely to agree with parent ratings than were Hispanic youngsters. (Table 10)

Use of Non-English Language by various family members. This was an item with five responses -- uses only English, mostly English, about half English and half non-English, mostly non-English, only non-English. Generally speaking eleventh graders were more accurate than seventh graders in reporting the amount of non-English language use among family and friends. At both ages, however, there was more agreement about the language used between siblings and the language used between parents than there was about the language used when parents and children interact (Table 11). Asian students at both seventh and eleventh grade had higher agreements with their parents on the various language use dyads than did Hispanic students with their parents. Correlations, especially for Asian students were moderate to high on these use items with the exception of language child uses with friends. This lower correlation may be accounted for by the restricted range resulting from the fact that both Hispanic and Asian children report almost exclusive use of English when talking to their friends.

In both graders and for both ethnic groups, discrepancies in estimation of non-English use in all of the "child speaks to ..." questions are consistently in the direction of child's use of non-English. That is, in all cases, the child believes his or her use of non-English is more intensive than the parent reports it to be.

Table 10

USE OF NON-ENGLISH IN THE HOME

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation R	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
GRADE 3																					
▲ Non-English Ever Spoken at Home	738	0.97	0.97	0.00	94	0.02	0.02	180	0.98	0.98	0.01	96	-0.02	-0.02	558	0.97	0.97	0.00	94	0.02	0.02
▲ Child Ever Speaks Non-English at Home	739	0.75	0.57	0.18	65	0.28	0.26	183	0.79	0.68	0.11	71	0.28	0.27	556	0.74	0.53	0.20	[illegible]	0.27	0.25
GRADE 7																					
▲ Non-English Ever Spoken at Home	795	0.98	0.96	0.02	95	-0.02	-0.02	243	0.98	0.95	0.03	93	-0.03	-0.03	552	0.99	0.97	0.02	[illegible]	0.02	-0.02
▲ Child Ever Speaks Non-English at Home	787	0.79	0.55	0.24	66	0.33	0.29	248	0.81	0.61	0.20	69	0.30	0.27	539	0.78	0.52	0.26	65	0.35	0.29
GRADE 11																					
▲ Non-English Ever Spoken at Home	738	0.98	0.91	0.07	92	0.26	0.20	292	0.97	0.86	0.10	87	0.28	0.22	446	0.99	0.95	0.04	95	0.19	0.13
▲ Child Ever Speaks Non-English at Home	744	0.80	0.61	0.18	74	0.45	0.41	296	0.74	0.60	0.14	77	0.51	0.48	448	0.83	0.62	0.21	73	0.48	0.35

* 0 = No, 1 = Yes

Table 11

USE OF NON-ENGLISH LANGUAGE BY VARIOUS FAMILY MEMBERS

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
GRADE 7 USE OF NON-ENGLISH																					
▲ Child to Mother	745	2.75	2.41	0.33	39	0.65	0.22	233	2.97	2.72	0.25	43	0.68	0.28	512	2.64	2.27	0.37	36	0.63	0.19
▲ Child to Father	682	2.60	2.40	0.20	42	0.63	0.25	216	2.84	2.68	0.17	46	0.68	0.30	466	2.48	2.27	0.21	41	0.60	0.22
▲ Child to Siblings	746	1.76	1.42	0.34	54	0.43	0.14	232	1.87	1.54	0.33	56	0.57	0.24	514	1.71	1.37	0.35	54	0.34	0.09
▲ Child to Friends	792	1.43	1.23	0.20	67	0.16	0.10	245	1.41	1.23	0.18	73	0.20	0.17	547	1.44	1.23	0.21	64	0.15	0.07
▲ Mother to Child	744	3.24	3.17	0.08	38	0.64	0.23	231	3.60	3.48	0.11	42	0.64	0.25	513	3.09	3.03	0.06	36	0.62	0.22
▲ Father to Child	681	2.99	3.02	-0.03	38	0.59	0.24	218	3.29	3.39	-0.09	43	0.63	0.28	463	2.84	2.85	0.00	36	0.55	0.21
▲ Parent to Spouse	712	3.85	4.02	-0.17	45	0.49	0.20	223	4.31	4.51	-0.20	57	0.39	0.18	489	3.63	3.79	-0.16	39	0.47	0.18
GRADE 11 USE OF NON-ENGLISH																					
▲ Child to Mother	688	2.97	2.79	0.18	43	0.72	0.28	265	3.07	2.85	0.22	52	0.81	0.36	423	2.91	2.76	0.15	37	0.66	0.23
▲ Child to Father	625	2.82	2.71	0.11	47	0.73	0.31	247	2.87	2.70	0.17	55	0.79	0.39	378	2.79	2.71	0.08	42	0.70	0.26
▲ Child to Siblings	712	1.90	1.66	0.23	53	0.51	0.20	287	2.19	2.02	0.17	50	0.52	0.26	425	1.70	1.42	0.28	55	0.44	0.15
▲ Child to Friends	745	1.66	1.36	0.30	60	0.42	0.19	296	1.71	1.53	0.18	65	0.54	0.30	449	1.63	1.24	0.39	57	0.26	0.12
▲ Mother to Child	687	3.48	3.39	0.08	44	0.71	0.28	263	3.56	3.30	0.26	51	0.78	0.35	424	3.43	3.46	-0.03	40	0.67	0.24
▲ Father to Child	623	3.27	3.28	-0.01	44	0.67	0.28	242	3.27	3.11	0.16	51	0.76	0.35	381	3.27	3.39	-0.12	40	0.62	0.24
▲ Parent to Spouse	647	3.96	4.00	-0.04	57	0.63	0.33	257	4.06	4.00	0.06	60	0.69	0.36	390	3.89	4.01	-0.11	55	0.60	0.31

* 1 = Only English, 2 = More English than Non-English, 3 = Both, 4 = More Non-English than English, 5 = Only Non-English

Competence in English. This variable consisted of four items -- how well does your child ...(understand, speak, read, write) English? -- each of which had four choices -- very well; pretty well, fair; not at all. Agreement was high at both grades (60% - 76% depending on the item and the grade level), but improved when seventh graders were compared to eleventh graders. Asian students tend to slightly underrate their abilities while Hispanic students tend to overrate their talents when compared to their parent's assessment of their English language skills. Here again, the low r's are probably due to the high ratings in English language proficiency that both parents and children ascribe to the student. (Table 12)

Competence in Non-English Language. Parent/child agreement on these skills is considerably lower than on assessment of English competence. Interestingly, students underestimate their ability to understand the non-English language compared to their parent's assessment, but overestimate their other skills. (Table 13)

Exposure to Non-English Media. Seventh and eleventh graders were asked whether they had newspapers, magazines, books and tapes in their non-English language at home. (Table 14). There was very little difference in the agreement rates of seventh graders and eleventh graders or between Asian students and Hispanic students. Generally speaking the percent agreement with parents was moderate -- between 67 and 71% for newspapers and magazines; between 58 and 67% for books; and, 55 to 68% for the presence of tapes in the house. There was a tendency to underreport the presence of literacy related items, particularly in grade seven, and for Hispanic students.

School Related Behaviors

Parent Involvement with the School. Five items with yes/no responses concerning parent's attendance at school meetings, meeting with the teacher, visiting class, contacting teachers or counselors and doing volunteer work in school are considered in this section. Agreement on these items ranges from 55% to 79% with highest agreement at both grades related to whether or not parent has done volunteer work (Table 15). Parents generally report more involvement in the school than do their children.

Parents Ask about Schoolwork. Table 16 presents the data on parents asking about schoolwork. At all grades and with all groups, children underestimate the amount of inquiry their parents claim to make about their schoolwork. All

Table 12

COMPETENCE IN ENGLISH

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
Grade 7																					
▲ Understands	795	3.76	3.76	0.00	73	0.28	0.22	248	3.61	3.75	-0.14	71	0.47	0.31	547	3.83	3.77	0.06	74	0.16	0.16
▲ Speaks	787	3.74	3.64	0.09	64	0.25	0.14	246	3.58	3.65	-0.07	67	0.43	0.28	541	3.81	3.64	0.17	63	0.14	0.08
▲ Reads	787	3.67	3.58	0.09	62	0.24	0.17	246	3.54	3.62	-0.08	64	0.35	0.27	541	3.72	3.56	0.16	60	0.19	0.13
▲ Writes	784	3.73	3.54	0.19	60	0.24	0.13	247	3.60	3.58	0.02	66	0.40	0.29	537	3.79	3.53	0.26	57	0.15	0.07
Grade 11																					
▲ Understands	752	3.77	3.75	0.02	76	0.43	0.30	301	3.63	3.64	-0.02	71	0.47	0.34	451	3.86	3.82	0.05	80	0.30	0.22
▲ Speaks	752	3.67	3.66	0.01	70	0.48	0.31	301	3.49	3.52	-0.04	67	0.54	0.37	451	3.79	3.75	0.04	73	0.33	0.21
▲ Reads	753	3.65	3.64	0.02	71	0.48	0.35	300	3.51	3.55	-0.04	66	0.52	0.36	453	3.75	3.70	0.06	74	0.41	0.33
▲ Writes	749	3.57	3.62	-0.06	66	0.48	0.29	302	3.38	3.52	-0.15	59	0.53	0.27	447	3.69	3.69	0.00	70	0.39	0.29

* 1 = Not at all, 2 = Not very well, 3 = Pretty Well, 4 = Very Well

Table 13

CHILD'S COMPETENCE IN NON ENGLISH

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation R	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
Grade 7																					
▲ Understands	796	2.80	2.97	-0.17	38	0.19	0.10	248	2.63	2.86	-0.23	32	0.12	0.05	548	2.87	3.02	-0.14	41	0.21	0.12
▲ Speaks	791	2.88	2.59	0.29	40	0.42	0.18	248	2.79	2.60	0.19	38	0.42	0.15	543	2.92	2.59	0.33	41	0.42	0.19
▲ Reads	790	2.24	1.90	0.34	44	0.46	0.22	246	1.90	1.58	0.32	48	0.33	0.18	544	2.40	2.05	0.35	42	0.46	0.21
▲ Writes	788	2.10	1.75	0.35	45	0.45	0.20	245	1.82	1.49	0.33	52	0.41	0.21	543	2.22	1.87	0.36	41	0.44	0.18
Grade 11																					
▲ Understands	751	2.99	3.20	-0.21	43	0.23	0.17	300	2.72	3.16	-0.45	37	0.15	0.14	451	3.17	3.23	-0.06	47	0.30	0.19
▲ Speaks	753	3.05	2.89	0.16	47	0.50	0.26	301	2.92	2.86	0.06	48	0.49	0.28	452	3.13	2.90	0.23	47	0.51	0.24
▲ Reads	750	2.75	2.43	0.32	40	0.52	0.20	300	2.49	2.21	0.28	40	0.53	0.23	450	2.93	2.58	0.34	39	0.48	0.17
▲ Writes	749	2.59	2.30	0.28	38	0.47	0.19	301	2.39	2.15	0.23	38	0.47	0.18	448	2.72	2.41	0.32	39	0.46	0.18

* 1 = Not at all, 2 = Not very well, 3 = Pretty Well, 4 = Very Well

Table 14

EXPOSURE TO NON-ENGLISH MEDIA*

	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation R	Kappa
Grade 7							
Newspapers	762	0.25	0.35	-.10	71	.33	.32
Magazines	760	0.22	0.32	-.10	67	.19	.18
Books	761	0.35	0.43	-.08	58	.12	.12
Tapes	760	0.67	0.66	.01	62	.14	.14
Asians							
Newspapers	237	0.40	0.46	-.06	71	.41	.41
Magazines	237	0.32	0.38	-.07	67	.28	.28
Books	237	0.44	0.46	-.02	59	.18	.18
Tapes	237	0.65	0.62	.03	55	.03	.03
Hispanics							
Newspapers	525	0.18	0.30	-.12	71	.24	.23
Magazines	523	0.18	0.29	-.11	67	.12	.11
Books	524	0.30	0.42	-.11	57	.08	.08
Tapes	523	0.68	0.68	-.01	65	.19	.19
Grade 11							
Newspapers	762	0.34	0.37	-.03	71	.37	.37
Magazines	727	0.32	0.34	-.02	67	.27	.27
Books	726	0.48	0.48	.01	62	.23	.23
Tapes	726	0.72	0.66	.06	66	.21	.21
Asians							
Newspapers	286	0.42	0.36	.06	71	.40	.39
Magazines	285	0.31	0.28	.02	68	.22	.22
Books	285	0.46	0.39	.07	67	.32	.32
Tapes	285	0.66	0.60	.05	63	.21	.21
Hispanics							
Newspapers	440	0.29	0.37	-.08	71	.36	.35
Magazines	442	0.33	0.38	-.05	67	.29	.29
Books	441	0.50	0.53	-.03	59	.17	.17
Tapes	441	0.77	0.70	.07	68	.19	.19

*Responses: 0 = No, 1 = Yes

Table 15

PARENT INVOLVEMENT

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
GRADE 7																					
HAS PARENT EVER:																					
Attended School Meeting	707	0.45	0.61	-0.16	61	0.04	0.23	208	0.33	0.50	-0.18	66	0.34	0.32	499	0.50	0.65	-0.15	59	0.18	0.17
Met Child's Teacher	719	0.53	0.75	-0.22	61	0.23	0.20	208	0.34	0.63	-0.29	48	0.05	0.04	511	0.61	0.80	-0.19	67	0.26	0.25
Visited Class	706	0.36	0.61	-0.25	57	0.21	0.18	210	0.73	0.52	-0.27	58	0.20	0.17	496	0.41	0.65	-0.24	56	0.19	0.17
Contacted Teacher/ Counselor	709	0.55	0.74	-0.19	61	0.18	0.17	212	0.45	0.57	-0.12	58	0.18	0.17	497	0.59	0.81	-0.22	62	0.15	0.13
Volunteered at School	674	0.23	0.21	0.02	71	0.16	0.16	202	0.15	0.14	0.01	80	0.19	0.19	472	0.27	0.25	0.02	67	0.13	0.13
GRADE 11																					
HAS PARENT EVER:																					
Attended School Meeting	710	0.39	0.55	-0.17	64	0.30	0.29	279	0.33	0.47	-0.14	61	0.20	0.20	431	0.42	0.61	-0.19	65	0.36	0.33
Met Child's Teacher	706	0.32	0.63	-0.31	55	0.21	0.17	272	0.28	0.55	-0.27	57	0.21	0.18	434	0.35	0.68	-0.33	53	0.19	0.16
Visited Class	709	0.27	0.52	-0.25	58	0.21	0.18	278	0.24	0.40	-0.16	64	0.21	0.19	431	0.29	0.60	-0.31	55	0.20	0.16
Contacted Teacher/ Counselor	705	0.46	0.65	-0.20	56	0.15	0.14	280	0.43	0.57	-0.15	56	0.15	0.14	425	0.47	0.70	-0.23	55	0.14	0.13
Volunteered at School	691	0.17	0.19	-0.02	79	0.28	0.28	269	0.14	0.13	0.01	81	0.20	0.20	422	0.18	0.23	-0.05	77	0.31	0.30

* Responses: 0 = No, 1 = Yes

Table 16

PARENT ASKS ABOUT SCHOOLWORK

	N	% Agree	Child Mean*	Parent Mean*	Diff C-P	Correlation r	Kappa
Grade 3							
Total	740	56	3.08	3.88	-.80	.00	.00
Asian	178	53	3.17	3.80	-.63	.04	-.01
Hispanic	541	57	3.05	3.91	-.90	.00	.01
Grade 7							
Total	788	60	3.36	3.73	-.37	.13	.09
Asian	246	46	3.13	3.63	-.53	.12	.04
Hispanic	542	67	3.46	3.78	-.39	.11	.10
Grade 11							
Total	746	44	3.05	3.48	-.43	.13	.08
Asian	295	40	2.97	3.36	-.39	.16	.09
Hispanic	451	46	3.11	3.54	-.46	.10	.06

* 1 = Never, 2 = Monthly, 3 = Weekly, 4 = Daily

groups, parents and children report a substantial amount of parental inquiry, a factor that may account for the low correlations.

Parental Expectations. These questions had to do with parental expectations of the child finishing high school and graduating from college. As Table 17 indicates, both expectations and agreement on these items were very high: 88% to 99% depending on the question and the ethnicity of the respondent.

Discussion and Conclusions

The data presented here examined the relationships between respondent age, ethnicity, gender and educational attainment level as reported by parents and the agreement between parent and child on a series of background items included in the NAEP special assessment of Hispanic and Asian students and also on the Department of Education special survey of language minority parents' educational preferences. The results are largely descriptive, but provide a basis for later, more complex analyses should others wish to examine the data in greater detail.

Factors Associated with Accuracy of Responses

Age/Grade. The findings here are consistent with previous research in that students are more accurate (i.e. agree with their parent's responses more often) as they grow older. This is especially true between third grade and seventh grade, where the biggest improvements can be seen both in terms of percent of agreement and tendency to over or under estimate in relation to parent's response. Between seventh and eleventh grade, the difference in agreement is less on most items.

Ethnicity. There was no consistent pattern of results related to ethnicity. On some questions there were no differences between the two groups, on others the Hispanic students were more accurate and on still others the Asian students were more likely to agree with their parents. The content of the question seemed to be an important feature here. For example, years in the United States was more accurately reported by Hispanic youngsters than by Asian youngsters but some of the difference might be a function of the fact that a larger percentage of the Asian students than Hispanic students were foreign born. Similarly, Hispanic students were more accurate regarding ethnicity, but the responses of the Asian students might be related to the lack of an unambiguous category for native born Asian American students. It is also possible that some of the lack of agreement reflects real differences in the ethnicity of parents and children.

Table 17

PARENT EXPECTATIONS

	RACES COMBINED							ASIANS							HISPANICS						
	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa	N	Child Mean*	Parent Mean*	Diff C-P	% Agree	Correlation r	Kappa
GRADE 7																					
PARENT EXPECTS CHILD TO:																					
▲ Grad. from H.S.	748	0.99	1.00	-0.01	99	-0.01	-0.01	230	1.00	1.00	0.00	99	0.00	0.00	518	0.99	1.00	-0.01	98	-0.01	-0.01
▲ Grad. from College	627	0.94	0.96	-0.02	92	0.17	0.17	214	0.98	0.98	0.00	96	-0.02	-0.02	413	0.92	0.94	-0.03	89	0.19	0.19
GRADE 11																					
PARENT EXPECTS CHILD TO:																					
▲ Grad. from H.S.	733	0.99	0.99	0.00	98	0.12	0.12	294	0.98	0.99	-0.02	98	0.26	0.21	439	1.00	0.98	0.02	98	0.00	0.00
▲ Grad. from College	614	0.90	0.93	-0.04	91	0.41	0.40	267	0.95	0.98	-0.03	95	0.23	0.20	347	0.86	0.90	-0.04	88	0.43	0.43

* 0 = No, 1 = Yes

Gender. We looked at gender response differences in reporting parental education. The data do not corroborate earlier research that found greater accuracy of girls in reporting their mother's educational attainment and greater accuracy for boys in reporting father's educational level. Overall, girls appear more accurate than boys in reporting their parents' educational levels.

Educational Attainment of the Parent. The data are inconsistent regarding the relationship of parental educational level and accuracy of the child in determining parental education level, although agreement between parent and child was highest for students whose parents reported being college graduates.

Item Characteristics and Parent/Child Agreement

Number of Response Categories. Not surprisingly, when restricted range of responses is not an issue, there is more percent agreement on two item responses than on those with more room for error.

Items Where Student has Direct Knowledge of Facts. Students were less accurate when asked to report parental behaviors than they were when asked to report on items that they know about directly. Parent education level data, and parent school involvement data were less likely to be accurate than other data where the student had first hand information of the facts -- e.g. number of siblings, non-English language items in the home, nativity, years in the US.

SES Related Items. Asian and Hispanic seventh and eleventh graders were in high agreement with their parents on reports of the working status of parents, but only in low to moderate agreement concerning parent educational attainment levels. At the third grade, where the missing data were considerable, the available data indicate a poor agreement between parents and their children and, with the exception of estimates of Asian fathers' educational attainment level, a tendency for students to over estimate education levels considerably. It would appear that the development of a different measure for SES, at least for third grade students in NAEP, is desirable.

Items with High Social Status Salience. It is possible that some of the difference in parent/child estimates of parental involvement in school related activities is a reflection of overestimation on the parents' part. This phenomenon may reflect a belief by parents that contact with the school is a socially desirable behavior. A similar tendency may be at work in regard to parents asking about homework, where parents of students of both ethnic groups and all grade levels indicate more frequent attention to this matter than the children do.

Future Directions

The results presented here are straightforward and fairly uncomplicated. They do, however, demonstrate considerable range in the level of agreement between students and their parents when asked for the same or similar information. Because the issue of accuracy in information collected from students is an important one, we encourage others to undertake similar studies where feasible. Indeed, these data might well be subjected to additional analyses, for example, examining effect sizes for selected differences or modeling the non-random discrepancies between parent and child reports.

Policy Implications

Many studies use NAEP and other data collected from student informants without other corroborating evidence of the accuracy of student responses to conduct relational analysis on factors associated with performance and other important educational outcome measures. These relational analyses assume that the variables that they are using have been measured without error. Given the data presented here, it is possible that analyses using data from young children regarding such important demographic factors as ethnicity and parental education level may result in the misrepresentation of relationships.

The results of this examination of parent/child agreement suggest that it is important in developing explanatory models to use more than one source for data on variables that are considered crucial. Because there are usually time and money constraints associated with data collection, and parent surveys in addition to the surveys of students already undertaken in NAEP are expensive and difficult to implement, we suggest that some consideration be given to the trade-offs between quantity and quality that a limited budget demands. It is necessary first to identify which information on students is absolutely critical to collect and next to determine what sources are likely to be the most reliable in providing that information -- e.g. the students, school records, the parents etc. Finally, we must determine the most efficient manner to collect the necessary data.